

II. FRAME OF THEORIES

In this second chapter the writer presents the theories quoted from some experts which support the framework for approaching the research problem. It includes concept of vocabulary, types of vocabulary, types of noun, concept of concrete noun, concept of visual aids, concept of flashcard, teaching vocabulary for the Students of Elementary School, and procedure of implementing flashcard in teaching vocabulary, advantages and disadvantages of using flashcard in teaching English vocabulary, theoretical assumption, and hypothesis. The terms above are explained in the following points.

2.1 Concept of Vocabulary

Vocabulary is an important element of language. Therefore, mastering vocabulary is very useful for the students to be able to communicate with others. Vocabulary is actually a total number of words which make up the language (Hornby, 1984: 959) Longman (1987: 4) says that vocabulary is a list of words used in alphabetically order and with the explanation of their meaning in learning foreign language and it plays an important role.

From the definition above, it can be said that vocabulary is very important used for constructing the sentences and communicating the message to others. Having sufficient vocabulary is a very important in English both spoken and written form. For example, if a person masters the vocabularies, he/she will understand what the people and write in English however if a person does not have enough vocabulary, they will not be able to speak in English. Almost the same with writing, if a person who wants to write down in English, but he/she does not have any vocabulary in their mind, then the result of their writing is nothing. Therefore, we need to master the vocabularies, so that the goals of mastering the language will be achieved.

Furthermore, Zimmerman (1997: 5) says that vocabulary is central to language and of critical importance to the typical language learner. Byrne (1972: 10) states that in order to communicate effectively, the learner needs adequate numbers of vocabulary. It means that vocabulary is important for learning a language. It is needed for the students to comprehend a lot of vocabulary before they are able to form the grammatical sentence in English. If the students cannot master a sufficient number of vocabularies, they will fail to use the language satisfactorily both in oral and in written forms.

Based on the explanation above, it can be concluded that vocabulary has an important role for the students who are learning English. In other words to master the four language skills, students need to master vocabulary. Without having sufficient number of vocabulary, a person will not be able to listen, speak, read, and write in English.

2.1.1 Types of vocabulary

As with the definition of vocabulary and the importance of learning vocabulary, Fries (1974: 45) classifies vocabulary into some types namely:

1. Content words represent:

- a. Name of subject or things, that is: nouns. According to Frank (1972:6), based on the meaning, noun can be classified into six types, proper noun (*Ms. Elizabeth, Semarang, British, Independence Day*), concrete noun (*chalk, blackboard*), abstract noun (*handsome, beauty, happiness*), countable (*apples, cats*) or uncountable noun (*salt, sugar*), and collective noun (*team, club, jury*).
- b. Action done by with those things, that is: verbs. Frank (1972:47) mentions that verbs can be classified into five types. The predicating or linking verbs (*be, seem, look*), transitive verbs (*open, look*) or intransitive verbs (*go, come*), reflexive verbs (*express oneself, wash oneself*), auxiliary verbs (*be, have, do*), and finite or non-finite verbs.
- c. Qualities of the things, that is: adjectives. Frank (1972:109) categorizes the types of adjectives into three determiners or article (*the, a, an*). Demonstrative adjectives (*this, that*), possessive adjective (*my, your, the girl's*), numeral adjective (*one, sixty, fifth, sixteenth*), adjective of indefinite quantity (*much, little, some, few*), relative and interrogative adjective (*whose, which*), descriptive adjective (proper adjective) (*a French dish, a Catholic church*), participial adjective (*an*

interesting book, a bored student), and adjective compounds (*a good-looking girl, absent-minded, a wall-to-wall carpet, a never-to-be-forgotten plot*).

- d. How the action done, that is: adverbs. Frank (1972:148) summaries the category of adverbs into five, adverbs of manner (*quickly, loudly*), adverbs of place (*inside, here, there*), adverbs of time (*today, now, yesterday, last week, Saturday night*), adverbs of frequency (*usually, always, sometimes, rarely, often, never, ever*) and adverbs of degree (*completely, very*).
2. Function words are those words, which one is used as a means of expressing relation of grammar structure, such as conjunction (*and, but, for, in spite of, however, although, in contrast*).
3. Substitute words, those which represent the individual things or specific action as substitutes for whole form classes or words, that is: identities (*anybody, anyone, somebody, and someone*).
4. Distributed words, those are distributed in use according to grammatical matter as the presence or absence of a negative, such as: *some, any, neither, either, too or yet*.

Based on the explanation above, it can be inferred that vocabulary can be classified into four types such as content words, function words, substitute words and distribute words. Content words consist of *noun* (abstract noun, concrete noun, proper noun, common noun, compound noun, and collective

noun), *verb* (linking verb, transitive verb, intransitive verb, reflexive verbs, auxiliary verb, and finite or non finite verb), *adjective* (three determiners/article, demonstrative adjectives, possessive adjective, numeral adjective, adjective of indefinite quantity, relative and interrogative adjective, descriptive adjective, participial adjective, and adjective compound), *adverb* (adverb of manner, adverb of time, adverb of place, adverb of frequency, and adverb of degree). Then, function words consist of (conjunction), substitute words consist of (identities), and distributed words consist of (presence/absence of a negative).

This researcher was focused on content words especially in concrete noun because it is easier for students who learn English vocabulary for the first time. Then, concrete noun is a simple word that can be understood by students easily. Moreover, other types of words such as function word, substitute word, and distribute word can not be well associated since they are limited in meaning and also it can not appropriate for elementary students who learn English vocabulary for the first time.

2.2.2 Types of Noun

Based on the explanation above, we know that content word is classified into six types such as: abstract noun, concrete noun, common noun, proper noun, collective noun and compound noun. According to Frank (1972: 6) noun can be classified into six types:

1. Abstract Noun

An abstract noun is a noun that can not be sensed, it is the name we give to an emotion, ideal or idea. They have no physical existence, can't see, hear, touch, smell or taste them.

2. Concrete noun

A concrete noun is the name of something or someone that we experience through our senses, sight, hearing, smell, touches or taste. Any noun that we can experience with at least *one* of our five senses is a concrete noun.

3. Common Noun

A common noun is a word that names people, places, things, or ideas. They are not the names of a single person, place or thing. A common noun begins with a lowercase letter unless it is at the beginning of a sentence.

4. Proper noun

Proper nouns are capitalized, as they refer to one person, place, thing, or idea in particular calls proper names also are the words which name specific people, organizations or places. They can be names of people, movies, books, places, months, days, organizations, buildings, etc. They always start with a capital letter.

5. Collective noun

A collective noun is a noun that refers to a group of entities that may be considered either as individual or as one larger entity.

6. Compound Noun

A compound noun is a noun that is made up of two or more words. Most compound nouns in English are formed by nouns modified by other nouns or adjectives.

The researcher will focus on concrete noun for teaching English vocabulary at the fourth grade students in Elementary school. The researcher just focuses on one type of noun that is concrete noun because to make the students really understand about it in order not to confuse the students.

2.2 Concept of Concrete Noun

According to Bernard (2000: 51) concrete noun is physical thing that refers to objects and substances, including people and animals. It has important role for children as the basic to understand another vocabulary of noun. Then, Richard (1992: 23) also states that Concrete nouns refers to objects and substances, including people and animals, physical items that we can perceive through our senses, that means concrete nouns can be touched, felt, held, something visible, smelt, taste, or be heard.

Example:

- This is my house.

In this example the noun "house" names a building where we live. That building is an individual object and can be seen and touched by everyone.

Other examples:

- I like Ice cream

In this example “ice cream” is a concrete noun. We can *see* the color. We can *taste* the berry, chocolate, strawberry or vanilla flavor. We can *feel* that our tongue is growing numb from the cold. Any noun that we can experience with at least *one* of our five senses is a concrete noun.

Based on definition above, the researcher concludes that concrete noun is part of another noun and it has important role for students. So, the students should master the concrete noun as the basic to understand another vocabulary of noun. And we know that among of the English subject that taught in elementary school consist of concrete noun Therefore, the researcher focuses on concrete noun for teaching English vocabulary at the fourth grade students in elementary school. The materials that will be taught are food and drink, animal and profession or occupation.

2.3 Concept of Visual Aids

Visual aids can help teacher to create an active and enjoyable learning atmosphere in the classroom, introduce students to unfamiliar cultural aspects, give the reality to what might be misunderstood verbally by the students, change situation quickly and easily in drill, and decoration for the classroom (Kreidler, 1968).

Concerning the need of teaching learning process, there are various kinds of visual aids that can be used to aid in teaching learning process. According to Wallace (1966) quoted in Nuryanto (2000), visual aids are classified into two types:

1. Symbolic aids, those aids that supplement the written and spoken words. Symbolic aids are pictures, maps, globes, charts, flashcard, graphs, etc.
2. Equipment, those aids that can be used for example, blackboard, projector, television, etc.

Based on the statement above, researcher would choose the first categories, symbolic aids, in teaching concrete noun in the classroom. The symbolic aid is flashcard. Flashcard can directly makes the students will be more interested in learning English. And it will help students to learn vocabularies in speaking and writing.

2.4. Concept of Flashcard

Webster (1988: 514) explains flashcard is form at words of flash, quickly, briefly, instantly, at once, and card is a piece of stiff paper or thin cardboard which is used for various purposes. Flashcard which sizes vary according to picture or word shown displayed may have a picture on the bottom of the picture. Flashcard is card bearing number, words, or picture that someone briefly displays to another as learning aid.

Wright (1968:73) also says that flashcard is printed with words and picture which can be handled easily by the teacher. It means that the teacher could create the flashcards and the sizes of the flashcards could be determined.

According to Lado (1964:197) flashcards are set of cards with a word or phrase on one side and its meaning rarely in translation on the other. Selly (1990:101) says that you can also make a set of small picture of people, objects, and simple scenes, that can help for vocabulary or structure practice.

Based on the explanations above, it can be stated that flashcard as one of the media for teaching English vocabulary and it is very useful for the teacher in order to attract students' interest to study English and help the students to practice and memorize English vocabulary easily.

2.5 Teaching Vocabulary for the Students of Elementary School

Rivers (1970) says that at elementary school level, learning new vocabulary should be aurally and orally. She explains that teaching learning process of foreign language especially new vocabulary must be emphasized, however to make teaching at this level effective, careful selection of the material must be made by English Elementary school teacher. This idea indicates that the teacher should be careful in selecting the words that would be taught. The words should be related to the curriculum, students' level and ages as well as their needs.

Teaching elementary students means teaching children, because the students of elementary school are on children age. As Yufrizal (2001: 128) states that it is

commonly believed that children are better language learners in the sense that younger children typically gain mastery of a second language faster than adults. Since, the important of vocabulary as being basic to communication, students should be able to recognize and understand about the words in order to participate in the conversation.

The function of teaching English to children in elementary school is to introduce the children to learn English language. In this case, the teacher should create a good atmosphere for the students to catch some new vocabulary. To support teaching learning process, the teacher can use visual aid to help students achieve new vocabulary and catch the meaning of vocabulary. One of visual aids that are relevant to the students' level and needs is flashcard. The vocabulary that will be taught should also fulfill some criteria.

Pusat Pengembangan Kurikulum dan Sarana Pendidikan, Pedoman Kerja Perbaikan Materi Kurikulum Pendidikan Dasar dan Menengah (1984: 3) states that there are some criteria of selecting vocabulary. The criteria can be used as the consideration for the teacher whether the selected words are relevant or not to the students' need.

The criteria are as follows:

1. Frequency of occurrence

Vocabulary should not be chosen from high frequency, but also from a low frequency of occurrence.

2. Simplicity

Vocabulary should be appropriate to the students' level. The vocabulary considered difficult for the students should be avoided.

3. Relevancy

Vocabulary prepared by the teacher should be relevant to the students' daily life, level and needs.

4. Quantity

Presenting a large number of vocabularies should be avoided in order not to confuse the students. It is based on the consideration that the process of mastering vocabulary will be successful if it is done step by step.

Concerning the criteria above this research applied those criteria for selecting the vocabulary that was taught for the treatments. Beside that, vocabulary that was taught based on the English curriculum for elementary school. This curriculum states that there are some topics for third grade of elementary school students such as profession, food and drink, animals, countable/uncountable, possessive pronouns, etc. This research used food and drink, animal and profession/occupations as the topic because it focused on the content words especially concrete noun. Beside that, those topics are also very close to the students' daily life and among English subject learn about concrete noun.

2.6 Procedures of Implementing Flash Cards in Teaching Vocabulary

Before opening the material, first ask students to remember the picture and words. Then picks one up, conceals the pictures and asks them to say what it is/what is that. Each student made a guess. Then the teacher look at the picture on the card and ask the students again, “What did you say?” “The students repeat to say what the picture is.

Furthermore, the procedure of teaching concrete noun by using flashcard in the class is 34 flashcard divided into three activities: pre activity, while activity, and post activity.

Pre-Activities

1. Teacher greets the students. For example: “Good morning my students how are you today?”
2. The teacher tells the topic that will be taught.
3. The teacher checks the students’ attendance list.
4. The teacher introduces the rules of the activity.

While-Activities

1. The teacher gives the leading question by asking what they know about the kind of animal.
2. The teacher informs the students what they are going to learn and the objective of the learning.

3. The teacher shows the flashcard related to concrete noun such as: the names of animal. In the case, the teacher shows the flashcard one by one. For example: the teacher shows a flashcard of a *lion*.
4. The teacher asks the students to name the flashcard. The teacher says” what is it in English? And then, the students try to guess the name of the flashcard.
5. To make the students clear with the name vocabulary of the flashcard, the teacher shows and tell the name of the flashcard, for example: *this is a lion*. In the case, the teacher shows the flashcard.
6. The teacher changes to other flashcards one by one if all students have known the name of the flashcard, .
7. Next, the teacher shows the flashcards with the words below the flashcard. The teacher shows a flashcard then pronounce the flashcard clearly. And then, the students try to pronounce the words after the teacher pronounce it.
8. After the students can pronounce the word on the flashcard correctly, the teacher guides the students to spell the word.
9. After that, the teacher changes to other flashcards and shows the flashcard one by one.
10. If all the students can pronounce and spell all of the words on the flashcards, the teacher shows the flashcards without words once more.

In this case, the students are asked to mention the name of the flashcard one by one and try to spell the name of the shown flashcard.

11. After that, the teacher shows two different flashcards and asks the students to guess the right name of the flashcard that is asked by the teacher. For example: the teacher shows the flashcards of *a lion and a tiger*, and then the teacher says “which one is *a lion*? The flashcard on my right hand or my left hand”.
12. After the students can mention the name all of the flashcards, the teacher asks the students whether they had question or not.
13. Next, the teacher points students randomly to demonstrate what they have got after the teacher’s explanation.
14. After the teacher considers that the students already understand the material, then teacher shares flashcard for each student as a game.
15. The teacher writes down the name of noun related to the topic.
16. The teacher asks student to match the flashcard and the word by coming front and pluck the flashcard with appropriate words and pronounce it.
17. After students finished their activity in the classroom teacher gives the correct match to make the student well understood.

Post-activities

1. Reflecting (giving explanation again related to the material in short)

2. Asking the students' difficulty about the material.
3. Saying salam and closing the meeting.

2.7 Advantages and Disadvantages of Using Flashcard in Teaching

Vocabulary

According to Peni (1999:20) applying flashcards in the teaching learning process has some value advantages and disadvantages.

A. The advantages of using flashcards are as follows:

1. Flashcards help students in remembering what they have learned.
2. Flashcards give variation on teaching. Teacher is not only to teach and to explain the lesson verbally, but also students are asked to express words on their own sentence.
3. Flashcards can be brought everywhere because the size of the cards is not too big so that students can use her time to learn vocabulary easily.
4. Flashcards are very helpful to refresh the mind of students' previous lesson before starting the new lesson.

B. The disadvantages of using flashcards are as follows:

1. Flashcards are not suitable uses at all level. For those who already have a large number of vocabulary flashcards are not effective.

2. Teacher who wants to make flashcards have much time in presenting flashcards as well as making the cards.

Based on the disadvantages flashcard above it can be concluded that flashcard only can be used for the beginners who are still studying English because it can help them to enjoy in English learning, but it is for high level it could affect them to be bored and that teacher spent much time to make flashcard before teacher present the flashcard

2.8 Theoretical Assumption

Vocabulary is one of important part in learning a language, because without vocabulary it is difficult to communicate with each other. Students who do not master sufficient number of vocabularies would fail in using language satisfactorily either in oral or written form.

Teaching vocabulary can be defined as teaching in which students deal with words through various ways used by teacher. However, not all of ways are appropriate for the students' level and needs, therefore teacher should have the ability to choose the appropriate way and implement in teaching learning process to obtain the goal. The use of interesting aids is necessary to motivate the students to learn.

English teachers are expected to be able to motivate their students in learning English. And flashcard gives a variety in teaching vocabulary to increase students'

vocabulary mastery. The students were hoped to motivate themselves in learning vocabulary that is by using the word in real situation actively.

The researcher assumes that by using flashcard the students will have more motivation and attention to the lesson presented by teacher. And also, the student will be able to remember and understand the new vocabulary without any kind of definition or translation. Furthermore, the researcher believes that teaching vocabulary through flashcard will create a good atmosphere in the classroom. It will be able to bring the students into interesting situation and they will not realize that they are actually learning. Thus, teaching vocabulary through flashcard can help students to concentrate more, and expectedly their vocabulary mastery will be better.

2.9 Hypothesis

Based on the frame of theories above, the researcher formulated the hypothesis as follows:

There is an increase of the students' vocabulary mastery of concrete noun after they are taught by using flashcard at the fourth year of SD Negeri 1 Jati Mulyo, Lampung Selatan.